

STD or EC Code	Eligible Content	Grades										Algebra I		Algebra II		Geometry	
		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning
Data Analysis and Probability: Probability determination and application																	
M5.E.3.1.1	Predict or determine whether some outcomes are certain, more likely, less likely, equally likely, or impossible (information could be represented by pictographs, bar graphs, charts, tables and/or spinners).																
M5.E.3.1.2	Determine the probability of an outcome (e.g., a coin toss, a roll of a number cube) and express as a fraction without reduction.																
M6.E.3.1.1	Define and/or find the probability of a simple event (express as a fraction in lowest terms).																
M6.E.3.1.2	Determine/show all possible combinations involving no more than 20 total arrangements (e.g., tree diagram, table, grid).																
M7.E.3.1.1	Find the theoretical probability of a simple and/or compound event (answer written as a fraction in lowest terms—any compound events should be independent)																
M7.E.3.1.2	Find the theoretical probability of an event not occurring (e.g., what is the probability of not rolling a 1 on a number cube).																
M7.E.3.1.3	Use data displayed in charts, graphs or tallies to find experimental probability																
M8.E.3.1.1	Find the probability for a mutually exclusive or an independent event (written as a fraction in simplest form).																
M8.E.3.2.1	Determine/show the number of permutations and/or combinations for an event using up to four choices (e.g., organized list, etc.).																
M11.E.3.1.1	Find probabilities for independent, dependent or compound events and represent as a fraction, decimal or percent).																
M11.E.3.1.2	Find, convert and/or compare the probability and/or odds of a simple event.																
M11.E.3.2.1	Determine the number of permutations and/or combinations or apply the fundamental counting principle. (Formula provided on the reference sheet).																
A1.2.3.3.1	Find probabilities for compound events (e.g., find probability of red and blue, find probability of red or blue) and represent as a fraction, decimal or percent.																
A2.2.3.2.1	Use combinations, permutations, and the fundamental counting principle to solve problems involving probability.																
A2.2.3.2.2	Use odds to find probability and/or use probability to find odds.																
A2.2.3.2.3	Use probability for independent, dependent or compound events to predict outcomes.																
G.2.2.4.1	Use area models to find probabilities.																
Data Analysis and Probability: Data representation and interpretation																	
M3.E.1.1.1	Analyze data shown on tables, charts, or bar graphs using the concepts of largest, smallest, most often, least often and middle.																
M3.E.1.1.2	Describe, interpret and/or answer questions based on data shown in tables, charts or bar graphs.																
M3.E.1.2.1	Graph data or complete a graph given the data (grid is provided).																
M3.E.1.2.2	Translate information from one type of display to another (e.g., convert tally chart to bar graph). Limit to tally charts, bar graphs and tables.																
M4.E.1.1.1	Describe, interpret and/or answer questions based on data shown in tables, charts, bar graphs or pictographs.																
M4.E.1.2.1	Graph data or complete a graph given the data (bar graph or pictograph—grid is provided).																
M4.E.1.2.2	Translate information from one type of display to another (table, chart, bar graph, or pictograph).																
M5.E.1.1.1	Display and/or interpret data shown in tallies, tables, charts, pictographs, bar graphs, line graphs and using a title, appropriate scale, and labels. A grid will be provided to display data on bar graphs or line graphs.																
M5.E.2.1.1	Determine the mean/average (answer is a whole number), median (answer is a whole number or average of 2 numbers) and range of data (up to 10 numbers).																
M5.E.2.1.2	Identify the mode in a set of data (up to 10 numbers).																
M6.E.1.1.1	Analyze data and/or answer questions pertaining to data represented in frequency tables, circle graphs, double bar graphs, double line graphs or line plots (for circle graphs, no computation with percents).																
M6.E.1.1.2	Choose the appropriate representation for a specific set of data (choices should be the same type of graph).																
M6.E.1.1.3	Display data in frequency tables, circle graphs, double-bar graphs, double line graphs or line plots using a title, appropriate scale, labels and a key when needed.																
M6.E.2.1.1	Determine/calculate the mean, median, mode and/or range of displayed data (data can be displayed in a table or line plot—use whole numbers only up to 2 digits).																
M7.E.1.1.1	Analyze data and/or answer questions pertaining to data represented in histograms, double bar graphs, multiple line graphs or stem-and-leaf plots.																
M7.E.2.1.1	Identify/calculate the mean (average), median, mode or range of a set of data.																
M7.E.2.1.2	Decide/choose which measure of central tendency (mean, median, mode or range) would be most appropriate for a given situation.																
M8.E.1.1.1	Choose and/or explain the correct representation (graph) for a set of data.																
M8.E.1.1.2	Analyze data and/or answer questions pertaining to data shown in multiple line graphs, circle graphs or histograms.																
M8.E.1.1.3	Interpret data shown in stem-and-leaf or box-and-whisker plots.																
M11.E.1.1.1	Create and/or use appropriate graphical representations of data, including box-and-whisker plots, stem-and-leaf plots or scatter plots.																
M11.E.2.1.1	Calculate or select the appropriate measure of central tendency (mean, mode or median) of a set of data given or represented on a table, line plot or stem-and-leaf plot.																
M11.E.2.1.3	Describe how outliers affect measures of central tendency.																

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A1.2.3.1.1	Calculate and/or interpret the range, quartiles and interquartile range of data.																
Data Analysis and Probability: Conclusions and predictions based on data																	
M4.E.3.1.1	Make a prediction based on data or chance (data may be shown in tables, charts, line graphs, bar graphs or pictographs).																
M7.E.4.1.1	Formulate predictions and/or draw conclusions based on data displays (bar graphs, circle graphs or line graphs) or probability.																
M8.E.4.1.1	Fit a line to a scatter plot and/or describe any correlation between the two variables (positive, negative, strong, weak or none).																
M8.E.4.1.2	Make predictions based on survey results or graphs (bar, line, circle, scatterplots, etc.).																
M11.E.4.1.2	Use probability to predict outcomes.																
A1.2.3.2.1	Estimate or calculate to make predictions based on a circle, line, bar graph, measures of central tendency, or other representations.																
A1.2.3.2.2	Analyze data, make predictions, and/or answer questions based on displayed data (box-and-whisker plots, stem-and-leaf plots, scatter plots, measures of central tendency, or other representations).																
A1.2.3.2.3	Make predictions using the equations or graphs of best-fit lines of scatter plots.																
A2.2.3.1.2	Make predictions using the equations or graphs of regression models (lines and curves of best fit) of scatter plots.																

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		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning
Numbers and Operations: Operations on numeric and symbolic expressions																	
M3.A.1.1.1	Match the word name with the appropriate whole number (up through 9,999).																
M3.A.1.1.2	Differentiate between and/or give examples of even and odd number (limit to 3 digits).																
M3.A.1.3.1	Count a collection of bills and coins less than \$5.00 (penny, nickel, dime, quarter, dollar). Money may be represented as 15 cents, 15c or \$0.15.																
M3.A.1.3.3	Make change for an amount up to \$5.00 with no more than \$2.00 change given (penny, nickel, dime, quarter, dollar).																
M4.A.1.1.1	Write the fraction or decimal, including mixed numbers, which corresponds to a drawing or set—no simplification necessary.																
M4.A.1.1.3	Match the standard number form to the word form of decimal numbers (through the tenths place).																
M4.A.1.1.4	Write whole numbers in expanded, standard and/or word form through 6 digits (example of standard to expanded form: 43,076 = 40,000+3000+70+6).																
M4.A.1.2.1	Locate/identify fractions or decimals on a number line (decimals and fractions through the tenths—do not mix fractions and decimals).																
M5.A.1.2.1	Match the standard form to the word form of decimal numbers through the hundredths.																
M5.A.1.2.2	Identify the place value of a digit (from millions through hundredths).																
M5.A.1.4.1	Locate/identify integers on a number line (greater than or equal to -20).																
M5.A.3.2.1	Use addition, subtraction, multiplication and division to compute accurately without a calculator (multipliers up to 2 digits, single-digit divisors or multiples of 10—whole numbers through thousands and decimals through hundredths—no divisors with decimals).																
M6.A.1.3.1	Find the Greatest Common Factor (GCF) of two numbers (through 50) and/or use the GCF to simplify fractions.																
M6.A.1.3.2	Find the Least Common Multiple (LCM) of two numbers (through 50) and/or use the LCM to find the common denominator of two fractions.																
M6.A.1.3.3	Use divisibility rules for 2, 3, 5 and/or 10 to draw conclusions and/or solve problems.																
M7.A.1.1.1	Convert between fractions, decimals and/or percents (e.g., 20% = 0.2 = 1/5) (terminating decimals only).																
M7.A.1.2.2	Locate/identify decimals, fractions, mixed numbers and/or integers on a number line (a mix of these number forms may be on the same number line).																
M7.A.2.1.1	Use the order of operations to simplify numerical expressions (may use parentheses, brackets, +, -, x, ÷, squares up to 102 and cubes up to 43; whole numbers only).																
M7.A.2.2.4	Calculate and/or apply unit rates or unit prices (terminating decimals through the hundredth place only).																
M7.A.2.2.5	Select and/or use ratios or proportions to solve problems.																
M7.A.3.2.2	Solve problems involving addition and subtraction of integers.																
M8.A.2.1.1	Simplify numeric expressions involving integers, using the order of operations. (May include all types of grouping symbols. No combining negatives with exponents [4-3] or compound exponents.)																
M8.A.2.2.1	Solve problems involving percents (e.g., tax, discounts, etc) Do not include percent increase or decrease.																
M8.A.2.2.2	Represent or solve rate problems (e.g., unit rates, simple interest, distance, etc.) Students may be asked to solve for any term (formulas provided on the reference sheet for distance and interest).																
M8.A.3.3.1	Add, subtract, multiply and/or divide integers, fractions and/or decimals with and without a calculator (straight computation or word problems).																
M11.A.1.3.1	Locate/identify irrational numbers at the approximate location on a number line.																
M11.A.3.1.1	Simplify/evaluate expressions using the order of operations to solve problems (any rational numbers may be used).																

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Numbers and Operations: Representations and relationships among numeric and symbolic expressions																	
M3.A.1.1.3	Compare two whole numbers using greater than (>), less than (<) or equal to (=) (up through 9,999).																
M3.A.1.1.4	Order a set of whole numbers from least to greatest or greatest to least (up through 9,999; limit sets to no more than four numbers).																
M3.A.1.1.5	Match a symbolic representation of numbers to appropriate whole numbers (e.g., base ten blocks, 7 hundreds, 4 tens and 8 ones, etc).																
M3.A.1.2.1	Write the fraction that corresponds to a drawing or part of a set (numerators 1–9, denominators 2–10. No equivalent or improper fractions or mixed numbers).																
M3.A.1.2.2	Create a drawing or set that represents a given fraction (numerators 1–9, denominators 2–10. No equivalent or improper fractions or mixed numbers).																
M3.A.1.3.2	Compare total values of combinations of coins less than \$5.00 (penny, nickel, dime, quarter, dollar).																
M3.A.2.1.1	Represent multiplication as repeated addition.																
M3.A.2.1.2	Demonstrate the inverse relationship between addition and subtraction using fact families and/or factors.																
M4.A.1.1.2	Create a drawing or set that represents a given fraction or decimal, including mixed numbers (through the tenths).																
M4.A.1.2.2	Compare and/or order whole numbers through 6 digits and amounts of money to \$100 (limit sets for ordering, to no more than 4 numbers).																
M4.A.1.3.1	Find/list/identify all factors through 10 of any given number.																
M4.A.1.3.2	Find/list/identify multiples of a number, where the multiples do not exceed 100.																
M5.A.1.1.1	Use expanded notation to represent whole numbers or decimals (whole numbers less than 10,000,000 and decimals through hundredths).																
M5.A.1.3.1	Compare whole numbers through 9 digits using the words more, less, equal, least, most, greater than, less than or the symbols <, >, =.																
M5.A.1.3.2	Compare and/or order decimals through the hundredths. (Limit sets for ordering to no more than 4 numbers.)																
M5.A.1.3.3	Compare proper fractions through 16ths with like and unlike denominators.																
M5.A.1.5.1	Use or develop regions and/or sets (e.g., circle graph, base ten blocks) to model fractions and mixed numbers through hundredths (may include reducing the fractions).																
M5.A.1.6.1	Define/list/identify prime and composite numbers less than or equal to 100.																
M5.A.1.6.2	Define/list/identify factors and/or multiples of a given whole number less than or equal to 50.																
M5.A.2.1.3	Choose the correct operation(s) to solve a problem (no more than 2 operations).																
M6.A.1.1.1	Represent common percents as fractions and/or decimals (e.g., 25% = ¼ = .25)—common percents are 1%, 10%, 25%, 50%, 75%, 100%.																
M6.A.1.1.2	Convert between fractions and decimals and/or differentiate between a terminating decimal and a repeating decimal.																
M6.A.1.1.3	Represent a number in exponential form (e.g., 10×10×10=10³).																
M6.A.1.1.4	Represent a mixed number as an improper fraction.																
M6.A.1.2.1	Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals—decimals through thousandths).																
M6.A.1.4.1	Model percents (through 100%) using drawings, graphs and/or sets (e.g., circle graph, base ten blocks, etc).																
M6.A.2.1.1	Complete equations by using the following properties: associative, commutative, distributive and identity.																
M7.A.1.2.1	Compare and/or order integers, mixed numbers, fractions and decimals (fractions and decimals may be mixed—no more than 5 numbers in a set to be ordered).																
M7.A.2.2.1	Write ratios to compare quantities (e.g., ratio of boys to girls).																
M7.A.2.2.2	Solve for a variable in a given proportion.																
M7.A.2.2.3	Use proportions to determine if two quantities are equivalent (e.g., similar figures, prices of different sized items, etc).																
M7.A.2.2.6	Use proportions to find the missing length of a side in similar figures.																
M8.A.1.1.1	Represent numbers using scientific notation and/or exponential forms.																
M8.A.1.1.2	Find the square or cube of a whole number (single digit) and/or the square root of a perfect square (without a calculator) and explain the relationship between the two (i.e. square and square root).																
M11.A.1.1.1	Find the square root of an integer to the nearest tenth using either a calculator or estimation.																
M11.A.1.1.2	Express numbers and/or simplify expressions using scientific notation (including numbers less than 1).																
M11.A.2.1.1	Solve problems using operations with rational numbers including rates and percents (single and multi-step and multiple procedure operations) (e.g., distance, work and mixture problems, etc.).																
M11.A.2.1.2	Solve problems using direct and inverse proportions.																
M11.A.2.1.3	Identify and/or use proportional relationships in problem solving settings.																

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Numbers and Operations:																	
Estimation techniques and applications																	
M3.A.2.1.3	Identify the correct operation(s) to solve a word problem (no more than 2 operations using +, - and/or x).																
M3.A.3.1.1	Solve single- and double- digit addition and subtraction problems with and without regrouping in vertical or horizontal form.																
M3.A.3.1.2	Solve problems involving multiplication through the 9's tables through 9x5.																
M3.A.3.1.3	Solve triple digit addition and subtraction problems without regrouping in vertical or horizontal form.																
M3.A.3.2.1	Estimate sums and differences of quantities; round 2-digit numbers to the nearest 10, and 3 digit numbers to the nearest 100, before computing (limit to two numbers).																
M4.A.2.1.1	Solve problems involving all operations with whole numbers, and/or explain the solution (limit to two-step problems; e.g., multiply then add—single digit multipliers and divisors).																
M4.A.2.1.2	Solve problems involving addition or subtraction with decimals through the tenths or money to the cent and/or explain the solution. Limit to two-step problems.																
M4.A.3.1.1	Round whole numbers to the nearest ten, hundred, thousand, ten-thousand or hundred-thousand.																
M4.A.3.1.2	Round amounts of money to the nearest dollar.																
M4.A.3.1.3	Estimate the answer to addition, subtraction and multiplication problems using whole numbers through 6 digits (for multiplication, no more than 2 digits × 1 digit, excluding powers of 10).																
M4.A.3.2.1	Solve addition or subtraction problems involving decimals through hundredths (decimal numbers must have the same number of places).																
M4.A.3.2.2	Solve addition or subtraction problems with fractions with like denominators (denominators to 10, no simplifying necessary).																
M5.A.1.4.2	Identify negative temperatures on a thermometer (through - 20°C or °F).																
M5.A.2.1.1	Solve problems involving addition, subtraction, multiplication and division of whole numbers (multipliers up to 2 digits—divisors one digit) and decimals including money																
M5.A.2.1.2	Solve problems involving addition and subtraction of fractions (through 16ths—like and unlike denominators—for unlike denominators, the LCD must be one of the given denominators).																
M5.A.3.1.1	Round whole numbers through millions and decimals through hundredths.																
M5.A.3.1.2	Use estimation to solve problems involving whole numbers and/or decimals (up to 2-digit multipliers, single-digit divisors or multiples of 10; whole numbers through thousands and decimals through hundredths).																
M6.A.3.1.1	Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations).																
M6.A.3.2.1	Solve problems involving operations (+, -, x, ÷) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)—straight computation or word problems.																
M7.A.3.1.1	Estimate answers to problems involving whole numbers, decimals, fractions or mixed numbers.																
M7.A.3.2.1	Solve problems involving operations (+, -, x, ÷) of whole numbers, decimals, fractions, or mixed numbers (straight computation or word problems)																
M8.A.3.1.1	Identify, use and/or explain when it is appropriate to round up or round down.																
M8.A.3.1.2	Identify, apply and/or explain when an exact answer is needed or when estimation is appropriate.																
M8.A.3.2.1	Estimate answers to problems involving percents (percents will be limited to: 1%, 10%, 15%, 20%, 25%, 50% or 75%).																

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K-HS Mathematics Learning Progressions

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Measurement: Measure determination																	
M3.B.1.1.1	Tell/show time (analog) to the minute.																
M3.B.1.1.2	Find elapsed time to increments of 5 minutes (limited to 2 adjacent hours).																
M3.B.1.1.3	Identify times of the day and night as AM and PM.																
M3.B.2.1.1	Use a ruler (provided) to measure to the nearest ½ inch.																
M4.B.1.1.1	Match/construct analog time (a picture of a clock), to the same time written in digital.																
M4.B.1.1.2	Identify time (analog or digital) as the amount of minutes before and/or after the hour (e.g., 2:50 is the same as 10 minutes before 3:00; quarter past six is the same as 6:15).																
M4.B.1.1.3	Calculate the elapsed time, to the minute, in a given situation (limited to 2 adjacent hours).																
M4.B.1.1.4	Determine the beginning or ending time, given the elapsed time (limited to 2 adjacent hours).																
M4.B.2.1.1	Use or read a ruler (provided) to measure to the nearest 1/4 inch or centimeter.																
M5.B.2.1.1	Use a ruler to measure to the nearest 1/8 inch or centimeter.																
M6.B.1.1.1	Determine and/or compare elapsed time to the minute (time may cross AM to PM or more than one day).																
M6.B.2.1.1	Use or read a ruler to measure to the nearest 1/16 inch or millimeter.																
M6.B.2.1.3	Measure angles using a protractor up to 180°—protractor must be drawn—one side of the angle to be measured should line up with the straight edge of the protractor.																
M6.B.2.3.1	Define, label and/or identify right, straight, acute, and obtuse angles.																
M11.B.2.1.1	Measure and/or compare angles in degrees (up to 360°) (protractor must be provided or drawn).																
G.1.1.1.3	Use chords, tangents, and secants to find missing arc measures or missing segment measures																
G.2.2.1.1	Use properties of angles formed by intersecting lines to find the measures of missing angles																
G.2.2.1.2	Use properties of angles formed when two parallel lines are cut by a transversal to find the measures of missing angles																

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Measurement: Measurement applications																		
M3.B.1.2.1	Select an appropriate unit for the attribute being measured.																	
M3.B.2.2.1	Match the object with its approximate measurement (all measurements given must be of the same system, e.g., about how tall is a soda pop can? 5 inches, 5 feet, 5 yards, etc.)																	
M4.B.2.2.1	Make reasonable estimates of weights, lengths and capacities of familiar objects (measurements in the same system).																	
M5.B.1.1.1	Select the appropriate unit for measuring weight (mass), capacity, length, perimeter and area.																	
M5.B.1.2.2	Add or subtract linear measurements, (feet and inches) or units of time (hours and minutes), without having to regroup with subtraction (answer should be in simplest form).																	
M5.B.1.3.1	Estimate which polygon (shown on a grid) has a greater perimeter or area (compare either area to area or perimeter to perimeter).																	
M5.B.1.3.2	Estimate the area of an irregular figure shown on a grid.																	
M5.B.2.2.1	Find the perimeter of a figure drawn and labeled (with the same units throughout).																	
M5.B.2.2.2	Find the area of a square or rectangle (with the same units throughout—whole numbers only).																	
M6.B.2.2.1	Find the perimeter of any polygon (may include regular polygons where only the measure of one side is given—same units throughout).																	
M7.B.2.1.1	Develop and/or use strategies to find the perimeter and/or area of compound figures (compound figures should only include quadrilaterals and triangles). Area formulas provided on the reference sheet.																	
M7.B.2.1.2	Find the circumference and/or area of circles (formulas provided on the reference sheet).																	
M7.B.2.1.3	Find the area of triangles and/or all types of parallelograms (formulas provided on the reference sheet).																	
M8.B.2.1.1	Determine the total number of degrees in the interior angles of a polygon in 3–8 sided figures (formula provided on the reference sheet).																	
M8.B.2.1.2	Determine the measurement of one interior angle of a regular polygon (3–8 sided polygons, formula provided on the reference sheet).																	
M8.B.2.1.3	Determine the number of sides of a polygon given the total number of degrees in the interior angles (3–8 sided polygons, formula provided on the reference sheet).																	
M8.B.2.2.1	Calculate the surface area of cubes and rectangular prisms (formula provided on the reference sheet).																	
M8.B.2.2.2	Calculate the volume of cubes and rectangular prisms (formulas provided on the reference sheet).																	
M8.B.2.2.3	Determine the appropriate type of measurement (circumference, perimeter, area, surface area, volume) for a given situation (e.g., which measurement is needed to determine the amount of carpeting for a room).																	
M11.B.2.2.1	Calculate the surface area of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.																	
M11.B.2.2.2	Calculate the volume of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.																	
M11.B.2.2.3	Estimate area, perimeter or circumference of an irregular figure.																	
M11.B.2.2.4	Find the measurement of a missing length given the perimeter, circumference, area or volume																	
G.2.2.2.1	Estimate area, perimeter or circumference of an irregular figure.																	
G.2.2.2.4	Develop and/or use strategies to estimate the area of a compound/composite figure																	

K-HS Mathematics Learning Progressions

STD or EC Code	Eligible Content	Grades										Algebra I		Algebra II		Geometry	
		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning
Measurement: Relationships among measures and units																	
M3.B.1.2.2	Compare and/or order objects according to length, area, or weight.																
M5.B.1.2.1	Convert using linear measurements, capacity, and weight (mass) within the same system to the unit immediately above or below the given unit (using only the units below—use a conversion chart or a “hint” with problems e.g., hint: 16oz = 1lb). • Metric using mm, cm, m and km; mL and L; g and kg • Customary using cup, pint, quart, gallon; in, ft, yd; oz, lb																
M5.B.2.2.3	Solve problems involving weight, time, temperature, length and capacity (with the same units throughout—limited to 3 digits).																
M6.B.2.1.2	Choose the more precise measurement of a given object (e.g., smaller measurements are more precise).																
M7.B.1.1.1	Add, subtract, or convert measurements, using only the units below, with and without regrouping (e.g., 4ft – 2ft-5in = 1ft-7in). Answer should be converted to the largest whole unit (e.g., 37oz = 2lb-5oz or 39in = 1yd-3in. Conversion chart provided on the reference sheet. • in, ft, yd • fl oz, cup, pint, quart, gallon • oz, Lb • sec, min, hours, days <i>(metric units including milli, centi and kilo (m, g or L))</i>																
M7.B.2.2.1	Interpret and/or apply scales shown on maps, blueprints, models, etc.																
M7.B.2.2.2	Determine and/or apply an appropriate scale for reduction or enlargement.																
M8.B.1.1.1	Convert among metric measurements (milli, centi, kilo using meter, liter and gram—table of equivalency provided on the reference sheet).																
M8.B.1.1.2	Convert customary measurements up to 2 units above or below the given unit (e.g., inches to yards, pints to gallons—table of equivalency provided on the reference sheet).																
M8.B.1.1.3	Convert time up to 2 units above or below given unit (e.g., seconds to hours).																
M8.B.1.1.4	Convert from Fahrenheit to Celsius or Celsius to Fahrenheit (conversion formulas provided on the reference sheet).																
M11.B.2.3.1	Describe how a change in the linear dimension of a figure affects its perimeter, circumference, area or volume. • How does changing the length of the radius of a circle affect the circumference of the circle? • How does changing the length of the edge of a cube affect the volume of the cube? • How does changing the length of the base of a triangle affect the area of the triangle?																

When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content—**No VMC is currently available.**

When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content—**VMC is currently available.**

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STD or EC Code	Eligible Content	Grades											Algebra I		Algebra II		Geometry	
		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning	
Geometry: Characteristics and properties of one-, two- and three-dimensional shapes																		
M3.C.1.1.1	Name/identify/describe geometric shapes in two dimensions (circle, square, rectangle, triangle, pentagon, hexagon, octagon).																	
M3.C.1.1.2	Name/identify geometric shapes in three dimensions (sphere, cube, cylinder, cone, pyramid, rectangular prism).																	
M3.C.2.1.1	Identify/draw one line of symmetry in a two-dimensional figure.																	
M3.C.2.1.2	Identify symmetrical two-dimensional shapes.																	
M4.C.1.1.1	Identify, classify and/or compare two-dimensional figures (circle, triangle, square, parallelogram, trapezoid, rhombus, rectangle, pentagon, hexagon, octagon).																	
M4.C.1.1.2	Identify or classify three-dimensional figures (cube, sphere, rectangular prism and pyramid).																	
M4.C.1.2.1	Identify points, lines, line segments or rays.																	
M4.C.1.2.2	Identify parallel and perpendicular lines.																	
M4.C.2.1.1	Identify or create figures that have one, two or no lines of symmetry.																	
M5.C.1.1.1	Identify, and/or classify cubes, rectangular prisms or pyramids using faces, vertices and edges.																	
M5.C.1.1.2	Identify and/or describe properties of all types of quadrilaterals (parallelogram, rectangle, rhombus, square, trapezoid).																	
M5.C.1.2.1	Identify, draw and/or label points, lines, line segments and rays.																	
M5.C.2.1.2	Identify the number of lines of symmetry and/or draw all lines of symmetry in a two-dimensional polygon.																	
M6.C.1.1.1	Identify, classify and/or compare polygons (up to ten sides.)																	
M6.C.1.1.2	Identify and/or describe properties of all types of triangles (scalene, equilateral, isosceles, right, acute, obtuse).																	
M6.C.1.1.3	Identify and/or determine the measure of the diameter and/or radius of a circle (when one or the other is given).																	
M6.C.1.1.4	Identify and/or use the total number of degrees in a triangle, quadrilateral and/or circle.																	
M6.C.1.2.1	Identify, describe and/or label parallel, perpendicular or intersecting lines.																	
M6.C.1.2.2	Identify, draw and/or label points, planes, lines, line segments, rays, angles and vertices.																	
M7.C.1.1.1	Identify, describe and/or define diameter, radius, chord and/or circumference in circles.																	
M7.C.1.1.2	Solve problems involving the relationship between the radius and diameter of the same circle.																	
M7.C.1.1.3	Identify parallel, perpendicular and/or skew line segments within three-dimensional figures.																	
M8.C.1.1.1	Match the three-dimensional figure with its net (cube, cylinder, cone, prism, pyramid). Any measurements used should be consistent in the stem and answer choices.																	
M8.C.1.1.2	Define, identify and/or use properties of angles formed by intersecting lines (complementary, supplementary, adjacent and/or vertical angles).																	
M8.C.1.1.3	Define, identify and/or use properties of angles formed when two parallel lines are cut by a transversal (alternate interior, alternate exterior, vertical corresponding).																	
M8.C.1.2.1	Use the Pythagorean Theorem to find the measure of a missing side of a right triangle (formula provided on the reference sheet—whole numbers only).																	
M11.C.1.1.1	Identify and/or use the properties of a radius, diameter and/or tangent of a circle (given numbers should be whole).																	
M11.C.1.1.2	Identify and/or use the properties of arcs, semicircles, inscribed angles and/or central angles.																	
M11.C.1.2.1	Identify and/or use properties of triangles (e.g., medians, altitudes, angle bisectors, side/angle relationships, Triangle Inequality Theorem).																	
M11.C.1.2.2	Identify and/or use properties of quadrilaterals (e.g., parallel sides, diagonals, bisectors, congruent sides/angles and supplementary angles).																	
M11.C.1.2.3	Identify and/or use properties of isosceles and equilateral triangles																	
M11.C.1.4.1	Find the measure of a side of a right triangle using the Pythagorean Theorem (Pythagorean Theorem included on the reference sheet).																	
M11.C.3.1.1	Calculate the distance and/or midpoint between 2 points on a number line or on a coordinate plane (formula provided on the reference sheet).																	
G.1.1.1.1	Identify, determine and/or use the radius, diameter, segment and/or tangent of a circle.																	
G.1.1.1.2	Identify, determine and/or use the arcs, semicircles, sectors, and/or angles of a circle.																	
G.1.1.1.4	Identify and/or use the properties of a sphere or cylinder. Identify and/or use the properties of a sphere or cylinder.																	
G.1.2.1.1	Identify and/or use properties of triangles.																	
G.1.2.1.2	Identify and/or use properties of quadrilaterals.																	
G.1.2.1.3	Identify and/or use properties of isosceles and equilateral triangles.																	
G.1.2.1.4	Identify and/or use properties of regular polygons.																	
G.1.2.1.5	Identify and/or use properties of pyramids and prisms.																	
G.1.3.1.1	Identify and/or use properties of congruent and similar polygons or solids.																	

STD or EC Code	Eligible Content	Grades										Algebra I		Algebra II		Geometry	
		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning
Geometry:																	
Analytic and synthetic geometry relations and applications																	
M4.C.3.1.1	Match or plot the ordered pair with the appropriate point (or object) on a simple grid.																
M5.C.2.1.1	Draw or identify a translation (slide), reflection (flip) or rotation (turn) of a 2-dimensional shape.																
M6.C.3.1.1	Plot, locate or identify points in Quadrant I and/or on the x and y axes with intervals of 1, 2, 5 or 10 units - up to a 200 by 200 grid. Points may be in-between lines.																
M7.C.1.2.1	Identify and/or use polygons that are similar and/or congruent, given either measurements or tic and angle marks.																
M7.C.1.2.2	Identify corresponding sides and/or angles of congruent or similar polygons.																
M7.C.3.1.1	Plot and/or identify ordered pairs on a coordinate plane (all four quadrants).																
M7.C.3.1.2	Identify Quadrants I, II, III, IV, the x- & y-axes and the origin on a coordinate plane.																
M8.C.3.1.1	Plot, locate or identify ordered pairs on a coordinate plane (the point may be a vertex of a polygon).																
M11.C.1.3.1	Identify and/or use properties of congruent and similar polygons or solids.																
M11.C.3.1.2	Relate slope to perpendicularity and/or parallelism (limit to linear algebraic expressions; slope formula provided on the reference sheet).																
G.2.1.2.2	Relate slope to perpendicularity and/or parallelism (limit to linear algebraic equations).																
G.2.1.2.3	Use slope, distance and/or midpoint between two points on a coordinate plane to establish properties of a 2-dimensional shape.																
G.2.1.3.1	Apply the concept of the slope of a line to solve problems.																
Geometry:																	
Logic, reasoning and proof																	
G.1.3.2.1	Write, analyze, complete, or identify formal proofs (e.g., direct and/or indirect proofs/proofs by contradiction).																

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STD or EC Code	Eligible Content	Grades										Algebra I		Algebra II		Geometry	
		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning
Algebraic Concepts: Linear Equation Properties and Applications																	
M3.D.2.1.1	Create or match a story to a given combination of symbols (+, −, ×, <, >, =) and numbers.																
M3.D.2.2.2	Identify the missing symbol (+, −, =, <, >) that makes a number sentence true.																
M4.D.2.1.1	Correlate story situations with expressions or equations (may use numbers and one operation +, - or x; no variables).																
M4.D.2.2.2	Identify the missing symbol (+, −, ×, ÷, =, <, >) that makes a number sentence true (single digit x or ÷ only).																
M4.D.2.2.1	Solve for a missing number in an equation (using estimation, guess & check, etc.). May use +, - or single digit x or ÷.																
M5.D.2.1.1	Solve for a missing number (blank, question mark, variable) in an equation involving a single operation whole numbers only.																
M5.D.2.1.2	Match a realistic situation to an equation, expression, inequality (<, >, =), table or graph (variable must be isolated, e.g., 17 + 39 = n).																
M6.D.2.1.1	Identify the inverse operation needed to solve a one-step equation.																
M6.D.2.1.2	Solve a one-step equation (i.e., using the inverseoperation—whole numbers only).																
M6.D.2.2.1	Match an equation or expression involving one variable, to a verbal math situation (one operation only).																
M7.D.2.1.1	Select and/or use appropriate strategies to solve one-step equations (no negative numbers).																
M7.D.2.1.2	Use substitution of one and/or two variables to simplify expressions (whole numbers only—use order of operations).																
M7.D.2.2.1	Identify expressions, equations or inequalities that model mathematical situations (using whole numbers or decimals, no more than two operations and one variable).																
M7.D.3.1.1	Solve problems involving a constant rate of change (e.g., word problems, graphs or data tables).																
M7.D.3.1.2	Describe and/or use the relationship of data displayed on a rate of change graph (e.g., how does the x-axis data relate to the y-axis data).																
M8.D.2.1.1	Solve one- or two-step equations and inequalities (should not include absolute values—one variable only).																
M8.D.2.1.2	Use substitution to check the accuracy of a given value for an equation or inequality (simple inequalities with one variable).																
M8.D.2.1.3	Determine the value of an algebraic expression by simplifying and/or substituting a number for the variable.																
M8.D.2.2.1	Match a written situation to its numeric and/or algebraic expression, equation or inequality (up to two variables in equations or expressions—one variable with inequalities).																
M8D.2.2.2	Write and/or solve an equation for a given problem situation (one variable only).																
M8.D.4.1.1	Graph a linear function based on an x/y table (integers only). Algebra 1 with appropriate visual representation.																
M8.D.4.1.2	Match the graph of a linear function to its x/y table (integers only). Algebra 1 with appropriate visual representation.																
M8.D.4.1.3	Match the linear equation (y = mx + b form) to the x/y table (integers only in the table).																
A1.1.1.4.1	Use estimation to solve problems.																
A1.1.1.1.2	Simplify square roots (e.g., $\sqrt{24} = 2\sqrt{6}$ ).																
A1.1.1.2.1	Find the Greatest Common Factor (GCF) and/or the Least Common Multiple (LCM) for sets of monomials.																
A1.1.1.3.1	Simplify/evaluate expressions involving properties/laws of exponents, roots and/or absolute value to solve problems (exponents should be integers from -10 to 10).																
A1.1.1.5.1	Add, subtract and/or multiply polynomial expressions (express answers in simplest form – nothing larger than a binomial multiplied by a trinomial).																
A1.1.1.5.2	Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form $ax^2+bx+c$ where a is equal to 1 after factoring out all monomial factors).																
A1.1.1.5.3	Simplify/reduce a rational algebraic expression.																
A1.1.2.1.1	Write, solve and/or apply a linear equation (including problem situations).																
A1.1.2.1.2	Use and/or identify an algebraic property to justify any step in an equation solving process (linear equations only).																
A1.1.2.1.3	Interpret solutions to problems in the context of the problem situation (linear equations only).																
A1.1.2.2.1	Write and/or solve a system of linear equations (including problem situations) using graphing, substitution and/or elimination (limit systems to 2 linear equations).																
A1.1.2.2.2	Interpret solutions to problems in the context of the problem situation (systems of 2 linear equations only).																
A1.1.3.1.1	Write or solve compound inequalities and/or graph their solution sets on a number line (may include absolute value inequalities).																
A1.1.3.1.2	Identify or graph the solution set to a linear inequality on a number line.																
A1.1.3.1.3	Interpret solutions to problems in the context of the problem situation (limit to linear inequalities).																
A1.1.3.2.1	Write and/or solve a system of linear inequalities using graphing (limit systems to 2 linear inequalities).																
A1.1.3.2.2	Interpret solutions to problems in the context of the problem situation (systems of 2 linear inequalities only).																
A1.2.2.1.1	Identify, describe and/or use constant rates of change.																
A1.2.2.1.2	Apply the concept of linear rate of change (slope) to solve problems.																
A1.2.2.1.3	Write or identify a linear equation when given <ul style="list-style-type: none"><li>the graph of the line</li><li>2 points on the line, or</li><li>the slope and a point on a line,</li></ul> (Linear equation may be in point-slope, standard and/or slope-intercept form)																

K-HS Mathematics Learning Progressions

STD or EC Code	Eligible Content	Grades										Algebra I		Algebra II		Geometry	
		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning
A1.2.2.1.4	Determine the slope and/or y-intercept represented by a linear equation or graph.																
A2.1.1.1.1	Simplify square roots in terms of $i$ (e.g., $\sqrt{-24} = 2i\sqrt{6}$ ).													●			
A2.1.1.1.2	Simplify/evaluate expressions involving powers of $i$ (e.g., $i$ to the 6th power + $i$ to the 3rd power = $-1 - i$ ).													●			
A2.1.1.2.1	Add and subtract complex numbers (e.g., $(7 - 3i) - (2 + i) = 5 - 4i$ ).													●			
A2.1.1.2.2	Multiply and divide complex numbers (e.g., $(7 - 3i)(2 + i) = 17 + i$ ).													●			
A2.1.2.1.1	Use exponential expressions to represent rational numbers.																
A2.1.2.1.2	Simplify/evaluate expressions involving positive and negative exponents and/or roots (may contain all types of real numbers—exponents should not exceed power of 10).																
A2.1.2.1.3	Simplify/evaluate expressions involving multiplying with exponents (e.g. $x^6 \cdot x^7 = x^{13}$ ), powers of powers (e.g., $(x^2)^3 = x^6$ ).																
A2.1.2.1.4	Simplify or evaluate expressions involving logarithms and exponents (e.g. $\log(2)8 = 3$ or $\log(4)2 = \frac{1}{2}$ ).																
A2.1.2.2.1	Factor algebraic expressions, including difference of squares and trinomials (trinomials limited to the form $ax^2+bx+c$ where $a$ is not equal to 0).													●			
A2.1.2.2.2	Simplify rational algebraic expressions.																
A2.1.3.2.2	Use algebraic processes to solve a formula for a given variable (e.g., solve $d = rt$ for $r$ ).													●			
G.1.3.1.2	Identify and/or use proportional relationships in similar figures.																
G.2.1.1.2	Use trigonometric ratios to write and/or solve problems involving right triangles.																
G.2.1.4.1	Solve or graph systems of equations or systems of inequalities within a problem situation using coordinate geometry.																
G.2.2.2.2	Find the measurement of a missing length given the perimeter, circumference, or area.																
G.2.2.2.5	Find the area of a sector of a circle.																

STD or EC Code	Eligible Content	Grades											Algebra I		Algebra II		Geometry	
		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning	
Algebraic Concepts: Patterns, Relations, and Functions																		
M3.D.1.1.1	Extend or find a missing element in a pattern of numbers or shapes (pattern must show 3 repetitions—if multiples are used, limit to 2, 3 or 5).																	
M3.D.1.1.2	Identify/describe the rule for a pattern shown (pattern must show 3 repetitions—if multiples are used, limit to 2, 3 or 5).																	
M4.D.1.1.1	Extend or find a missing element in a numerical or geometric pattern (+, - or x may be used—numerical patterns must be whole numbers).																	
M4.D.1.1.2	Identify/describe the rule for a numerical or geometric pattern shown (+, - or x may be used—numerical patterns must be whole numbers).																	
M4.D.1.1.3	Create or replicate a numerical or geometric pattern showing 3 repetitions (+, - or x may be used—numerical patterns must be whole numbers or money).																	
M4.D.1.2.1	Determine the missing elements in a function table (functions may use +, - or x and whole numbers or money).																	
M4.D.1.2.2	Determine the rule for a function given a table (functions may use +, - or x and whole numbers).																	
M5.D.1.1.1	Extend or find a missing element in a numerical or simple geometric pattern (+, -, x or ÷ of whole numbers). Pattern must show 3 repetitions.																	
M5.D.1.1.2	Create or replicate a numerical or geometric pattern showing 3 repetitions of that pattern (+, -, x or ÷ of whole numbers may be used).																	
M5.D.1.2.1	Form a rule based on a given pattern, or illustrate a pattern based on a given rule (+, -, x or ÷ of whole numbers may be used). Patterns must show 3 repetitions.																	
M6.D.1.1.1	Create, extend or find a missing element in a pattern displayed in a table, chart or graph (pattern must show at least 3 repetitions—may use up to 2 operations with whole numbers).																	
M6.D.1.2.1	Determine a rule based on a pattern or illustrate a pattern based on a given rule (displayed on a table, chart or graph; pattern must show at least 3 repetitions).																	
M7.D.1.1.1	Describe, extend or find a missing element of a pattern (show 3 repetitions of the pattern) • fractions or decimals - may use only one operation from +, - or x • whole numbers – may use only one operation from +, -, x, or square roots																	
M8.D.1.1.1	Continue a numeric or algebraic pattern (pattern must show 3 repetitions—may include up to 2 operations, squares and square roots).																	
M8.D.1.1.2	Find missing elements in numeric or geometric patterns and/or functions (may be given a table or rule—pattern must show 3 repetitions).																	
M8.D.1.1.3	Determine the rule of a function (given elements in an input-output table, chart or list—limit to linear functions).																	
M11.D.1.1.3	Identify the domain, range or inverse of a relation (may be presented as ordered pairs or a table).																	
M11.D.2.1.5	Solve quadratic equations using factoring (integers only – not including completing the square or the Quadratic Formula).																	
M11.D.3.1.2	Determine how a change in one variable relates to a change in a second variable (e.g., $y = 4/x$ , if x doubles, what happens to y?).																	
A1.1.1.1.1	Compare and/or order any real numbers (rational and irrational may be mixed).																	
A1.2.1.1.1	Analyze a set of data for the existence of a pattern and represent the pattern algebraically and/or graphically.																	
A1.2.1.2.2	Translate from one representation of a linear function to another (graph, table and equation).																	
A1.2.1.1.2	Determine if a relation is a function given a set of points or a graph.																	
A1.2.1.1.3	Identify the domain or range of a relation (may be presented as ordered pairs, a graph, or a table).																	
A1.2.1.2.1	Create, interpret and/or use the equation, graph or table of a linear function.																	
A1.2.2.2.1	Draw, identify, find and/or write an equation for a line of best fit for a scatter plot.																	
A2.1.3.1.2	Solve equations involving rational and/or radical expressions (e.g., $10/(x + 3) + 12/(x - 2) = 1$ or $\sqrt{x^2 + 21x} = 14$ ).																	
A2.1.3.2.1	Determine how a change in one variable relates to a change in a second variable (e.g., $y=4/x$ , if x doubles, what happens to y?).																	
A2.1.3.1.1	Write and/or solve quadratic equations (including factoring and using the Quadratic Formula).																	
A2.2.1.1.2	Identify and/or extend a pattern as either an arithmetic or geometric sequence (e.g., given a geometric sequence, find the 20th term). <i>Algebra 1 with understanding of functions.</i>																	
A2.2.3.1.1	Draw, identify, find and/or write an equation for a regression model (lines and curves of best fit) for a scatter plot.																	
A2.2.1.1.1	Analyze a set of data for the existence of a pattern and represent the pattern with a rule algebraically and/or graphically.																	
A2.2.1.1.3	Determine the domain, range or inverse of a relation.																	
G.2.1.1.1	Use the Pythagorean Theorem to write and/or solve problems involving right triangles.																	
G.2.2.3.1	Describe how a change in the linear dimension of a figure affects its perimeter, circumference, and area (e.g., How does changing the length of the radius of a circle affect the circumference of the circle?).																	
G.2.3.2.1	Describe how a change in the linear dimension of a figure affects its surface area or volume (e.g., How does changing the length of the edge of a cube affect the volume of the cube?).																	

STD or EC Code	Eligible Content	Grades										Algebra I		Algebra II		Geometry	
		K	1	2	3	4	5	6	7	8	HS	Module 1 Operations and Linear Functions & Inequalities	Module 2 Linear Functions and Data Organizations	Module 1 Numbers Systems and Data Analysis	Module 2 Non-Linear Expressions and Equations	Module 1 Geometric Properties and Relations	Module 2 Geometrical Reasoning
Algebraic Concepts: Non-Linear Function Properties and Applications																	
A2.1.3.1.3	Write and/or solve a simple exponential or logarithmic equation (including common and natural logarithms).																
A2.1.3.1.4	Write, solve and/or apply linear or exponential growth or decay (including problem situations).																
A2.2.1.1.4	Identify and/or determine the characteristics of an exponential, quadratic, or polynomial function (e.g., intervals of increasing/decreasing, intercepts, zeros, and asymptotes).														●		
A2.2.2.1.1	Create, interpret and/or use the equation, graph or table of a polynomial function (including quadratics).														●		
A2.2.2.1.2	Create, interpret and/or use the equation, graph or table of an exponential or logarithmic function (including common and natural logarithms).																
A2.2.2.1.3	Determine, use and/or interpret minimum and maximum values over a specified interval of a graph of a function.														●		
A2.2.2.1.4	Translate from one representation of a function to another (graph, table and equation).														●		
A2.2.2.2.1	Identify or describe the effect of changing parameters within a family of functions (e.g., $y = x^2$ and $y = x^2 + 3$ , or $y = x^2$ and $y = 3x^2$ ).														●		
G.2.1.2.1	Calculate the distance and/or midpoint between two points on a number line or on a coordinate plane.																
G.2.2.2.3	Find the side lengths of a polygon with a given perimeter to maximize the area of the polygon. <i>Algebra 1 with understanding of functions.</i>																●
G.2.3.1.1	Calculate the surface area of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.																
G.2.3.1.2	Calculate the volume of prisms, cylinders, cones, pyramids and/or spheres. Formulas are provided on the reference sheet.																
G.2.3.1.3	Find the measurement of a missing length given the surface area or volume.																

When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content—**No VMC is currently available.**

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